

BRMRG 1999-2000 Instructor Workshop

Class Goal

The overarching goal of the 1999-2000 BRMRG Training Program is to promote dedicated trainees to FTL by Apr 30.

This course will help you structure objective-based lessons to help your students make FTL.

Objectives

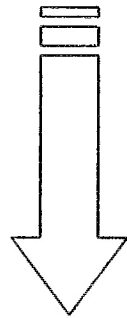
At the end of this class students will be able to:

1. Translate Standards into Objectives
2. Employ Teaching Tools to meet Objectives
3. Structure a lesson based on Objectives
4. Evaluate students' performance on Objectives

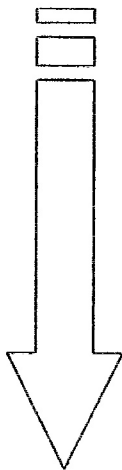
* Pot a Page #2 in that Details a
Total Flow of a Lesson.

* Integrate Context & Expectations =
Advanced Skills

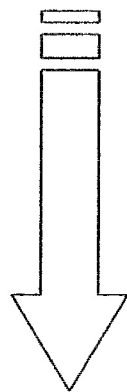
STANDARDS



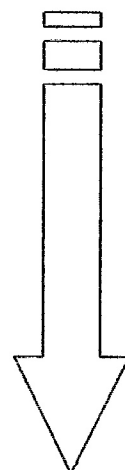
OBJECTIVES



Teaching Tools



Lesson Plan



Evaluation Tools

Translating Standards into Objectives

- Just like we need to know what we have to teach (Standards)
- Students need to know what they are supposed to learn (Objectives)
- Standards are Teachable (Teacher-Centered)
- Objectives are Learnable (Learner-Centered)
- Both define the Important Information.
- Standards and Objectives are written in two different languages, so we need to Translate Standards into Objectives

A Few Guiding Principles for Objectives

Learnable Objectives should be:

◆ “Do”-able (Experiential)

→ activity after class

- ◆ What will the students be able to do after class?

◆ Simple

- ◆ Can a 10 year old understand this?
- ◆ Am I using jargon or unclear verbs?

◆ Comprehensive

- ◆ Do my objectives cover all of the standards?
- ◆ Are there too many (too few) standards for this lesson?

COMMO AND LOCKER ORIENTATION

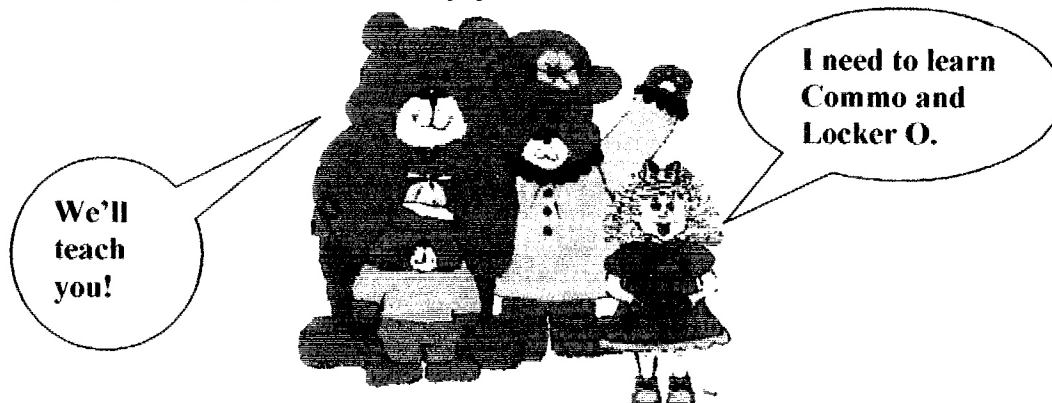
Associated Standards:

13. Field Communications

- b) Define the special problems associated with the field use of portable radios and list some possible solutions.
- c) Briefly describe basic radio procedures including courtesy, security, brevity and the use of the phonetic alphabet and 10 codes.
- d) *Be able to use reliably all group-owned VHF-FM base and commonly encountered hand-held radios, including being able to:*
 - (1) *Adjust of channel, volume, squelch and PL controls;*
 - (2) *Describe and observe FCC regulations and the ASRC radio SOP;*
 - (3) *Describe indications of a low battery and the technique for changing radio batteries; and*
 - (4) *Describe various techniques for improving marginal communications encountered while using VHF-FM hand-held radios.*
- e) *Demonstrate knowledge of ASRC status codes.*

5. Equipment (FTL)

- a) Describe basic team equipment, other than required personal gear, for a wilderness SAR event
- b) Define a pre-plan for insuring immediate availability ~~for insuring immediate~~ availability of team equipment in the event of a call-out
- c) Define an equipment inspection and maintenance program that includes member's personal equipment, team equipment and the team vehicle



Core Teaching Tools - The Lecture

When you want your students to *know* a particular piece of information like the 4 types of rescue teams, or the symptoms of hypothermia, or the phonetic alphabet, then a lecture is your best tool. Anything that can be written down clearly on paper, or tested effectively in a multiple choice exam is probably good material to be teaching through a lecture.

Big info
Lots info

Rules of Thumb for Lecturing

Being
inactive

1) Begin with the end in mind. Before you start lecturing, tell your class what you'll be lecturing on, why this is important to them, and how they will be evaluated on this material.

2) Chunk your material into logical parts (usually the objectives do a lot of this for you.) Then, Organize the individual parts into a logical sequence with time hacks. Then, decide how you will deliver each individual part to the class using instructional aids and other instructors.

→ uniformity

3) As you complete each part, make your students *show* that they understood the material you presented. Fix problems before moving on.

Signs & Symptoms of an Effective Lecture

- The instructor clearly knows the material she is presenting, and does not have to refer to a book or other aid except for specific details.

- The material is divided up into logical components. For example, a module on congestive heart failure might be broken up into: (1) definition (2) description, (3) symptoms, (4) treatment en route to the hospital.

- The lecture is clearly organized and planned in advance. The instructor starts with the mechanism of blood flow first, not because it's easier that way, but because it makes more sense to present it that way.

- The instructor uses at least one instructional aid during each ten minutes of lecture. Instructional aids are: Overheads, slides, flipcharts, video clips, handouts, diagrams on the board, EMS equipment, photographs, etc.

- The instructor communicates at a level appropriate to the students. If it's clear the students aren't understanding the material, the instructor should simplify it and slow down. If the students are *clearly* learning all the material with no trouble, the instructor should cover his objectives more quickly.

- The instructor actively Probes student knowledge. He asks questions that get students to demonstrate understanding of the material, rather than just asking whether they understand the material. For example, he might ask, "Chris, we just learned about C-Spine immobilization. What would you tell an 18 year old biker who asked why you're putting a C-collar on him? . . . Michael, do you agree with that?"

Core Teaching Tools - The Discussion

When you want your students to see an event through someone else's eyes, or connect their present task to other people, events and concerns beyond their field team, then a discussion is your best tool. Discussions may or may not generate specific knowledge like demonstrations or lectures, but discussions create the perspective without which all the other information becomes irrelevant.

80
+ inward
~~invested~~
+ invested
+ engaged

Rules of Thumb for Leading a Discussion

1) Begin w/The end in mind. Know why you're leading this particular discussion and how you want your students to be different afterwards. Although is not always appropriate to tell the students this.

+ small info
+ Dumb people
+ lack of context

2) Discuss the topic with a co-instructor before the class, and write down 2-6 discussion questions that made you think. Use these discussion questions when you need to jump start your discussion in class.

3) Talk as little as possible during the discussion. Get the students to talk as much as possible amongst themselves (on the topic objective). Listen to *their* opinions, comments and concerns, and reveal your opinions, comments and concerns and those of the book, only when you are ready to close the discussion.

4) Collect or summarize student ideas on the board, whenever possible, compare the book's answers with those your students gave.

Signs & Symptoms of an Effective Discussion

- The discussion leader values genuine input from students as much as (or more) than he values the "right" answer.

- The discussion leader sits down in a position equal to that of the students rather than standing at the board. He guides the discussion rather than driving it along himself, and can easily describe why this is not a lecture.

- The discussion leader will confine the discussion to one topic (identified in the objectives), and will collect and summarize student responses on the board. Often, he can categorize these responses into useful groups.

- The discussion leader plans 2-3 questions ahead of time that get students to consider the affective issues described in the objectives.

• The discussion leader starts with an Open-ended discussion, one that has no clear right or wrong answer, and asks for student opinions, comments and concerns. The discussion leader gets students to their ideas among themselves, rather than giving their opinions, comments. (e.g. - "Mike, you're called to a 39 yo black male chest pain victim, and you stabilize him. He's OK, but he's terrified. You have a 30 minute ride to the ER. What do you do? . . . (response) . . . Taylor, do you agree with that? . . . (response) . . . Marla, what would you do differently? Why?")

Conclusions

Core Teaching Tools - The Demonstration

When you want your students to *be able to do something*, like correctly tie a load-releasing knot, or properly package an unconscious trauma patient, then a demonstration is your best tool. Anything that can be evaluated at a practical station is probably good material to be teaching through a demonstration. A thorough debriefing should follow each demo.

Rules of Thumb for Demonstrating

0) Practice it *twice* with co-instructors before demonstrating to your class. Have *all* your props and people ready before class. **Simulate** as little as possible. Use a REAL radio, rather than saying, "Pretend there's a radio here."

1) **Begin w/End in Mind** Before you start demonstrating, tell your class what you'll be demonstrating, where this fits into the process of a typical call, and what, if anything, they need to imagine (e.g. - "Pretend there's a foot of snow on the ground, and that we both have full turnout gear on.")

2) Clearly signal when you switch between "**Instructor**" mode" and "**Demonstrator**" mode" else your students may ask, "Are we supposed to do this in the field, or is he teaching us again?" When you're in demo mode, take a quiet solitary minute to prepare. Then throw yourself into the character. Act *just like you would act on an ideal, but realistic call*, just a bit slower.

3) Immediately after the demo, clearly state any mistakes you made that you want your students to avoid. Also explain what you did well that you want your students to imitate. Better yet, have *them tell you* what went well and poorly. Ask, "What questions do you have?" Fix problems before moving on.

Signs & Symptoms of an Effective Demonstration

- The instructor clearly knows the procedure she is demonstrating and does not have to pause to think or ask others for reminders.

- The demonstrator does not mix roles, by trying to teach while he is in the middle of a demonstration, or by winging a demonstration in the middle of a lecture. Sometimes, well-planned demonstrators will ask a co-instructor to provide play-by-play explanation of a demonstration in progress.

- The demonstration is "well-framed." That is, students know where this particular procedure fits within the overall scheme of a SAR call.

- The demonstrator has planned and prepared all the physical props, location and co-instructors before class. The instructor creates a realistic environment rather than asking students to imagine one. Hypothermia victims could actually be shivering and disoriented. Instructors actually demonstrate all procedures, and protocols realistically, exactly how they should be done on a real call in the field, and/or how the FTL practical evaluators will grade them.

all - grabbing
- No Lanes
FUN
UPPER
Retention
- Learning Styles
21 Point
could be
Language
Passive

Core Teaching Tools - The Practical

A practical is the best tool to let students demonstrate, practice and master the knowledge you have taught them using the other three tools. Graded practicals can test a student's expertise, but rarely improve it. Practical in which students are Evaluated, but not officially graded, are very effective at improving. A brief but thorough debriefing should follow each practical.

interactive
engaged
Direct Learning Style
concrete

Size
limited

Rules of Thumb for Running a Practical

1) Begin with the end in mind. All the evaluators should get a handout explaining: The basic scenario for each station, what specific objectives to focus on in each station, the guidelines for evaluating student performance, the preparation each evaluator is responsible for, and the basic timeline. All physical props should be selected, tested and set up prior to the class.

Time intensive

could F.U.

Not a
Point

2) *Clearly* signal the shift between an instructor talking to a student, and an evaluator assessing a practicing EMT. Insure your students make as clear of a distinction.

Varying involve

Supervisor

3) Immediately after each practical, allow the students the chance to assess themselves, listing what they did well, what they could improve on, and what questions they have. Then the evaluator offers their feedback.

Signs & Symptoms of an Effective Practical

confronting
Problems

- Evaluators give feedback to each student after each station. Students should understand what they did correctly and incorrectly, how they should improve, and why those changes are important. In practicals meant to train students for the FTL test, evaluators should clearly distinguish between critical criteria and non-critical criteria.

- The evaluators have prepared all the physical props, location and co-instructors before class. The instructor creates a realistic environment rather than asking students to imagine one. If a scenario calls for a radio, there should be a real radio to actually use. Evaluators should make any administrative warnings patently clear to the class before the practicals begin.

- "Subjects" and "Patients" in the practicals should be as realistic and challenging as possible given the level of the student practicing. In practicals meant to train students for the FTL test "patients" should be in character, but passive. Depending on the level of the students, subjects, patients should be totally realistic (e.g. crying, asking for explanations, guarding injured limbs, etc.)

- The practical is "well-framed." That is, students know where this particular procedure fits within the overall scheme of a SAR call.

- Students should not mix the roles of a student rescuer and a practicing rescuer, by trying to ask questions while she is in the middle of a practical.

How to Write a Lesson "Flow"

First - Settle the boundaries on paper

Who has primary responsibility for planning and teaching this?
When exactly does the lesson start? What precedes and follows it?
What lesson or objectives do I need to teach?
Where is the classroom?
Start your "ToDo" list, and add to it starting now.

Second - Begin with the end in mind

Find the ASRC standards for your class.
Translate the ASRC standards into objectives.
Choose the best tool to use for each objective (L,P,D,D).
A teaching tool plus an objective = a "lesson element"

Third - Organize

Arrange those lesson elements into a logical timeline with time hacks.
Again, begin with the end in mind. Set your last lesson element (usually a practical) in ink first. Then work backwards.

Fourth - Reinforce

Add in reminders for "Instructional Aids"
(Handouts, Flipcharts, Overheads, Slides, Video Clips, Guest
Speakers, Props, or other Materials). Maybe use two columns.

Also build in time for Questions & Answers, breaks, post-mortem
evaluation, and a margin for error.

Update ToDo list. What resources will you need for this?

Fifth - Streamline

Will this plan teach every objective you need to teach while maximizing
the amount of actual learning students do in the minimum amount of time? If
not, rearrange, combine, omit or otherwise redesign your plan so it does.

Sixth - Finalize

Write the plan down in its final form with plenty of room for other
notes in the margins. Make three copies for separate places. Once you've
written a lesson plan for a particular lesson, the next time you have to plan it,
75% of the work is already done. You can focus on improvements only.

Last - Do the List

Then teach the class. Evaluate.

Evaluating Students' Performance on Objectives

- Evaluation is where learners and teachers meet to find out if both have successfully created common ground (Shared Knowledge)
- Standards are Teachable (Teacher-Centered)
- Objectives are Learnable (Learner-Centered)
- Evaluation Tools are Testable (Balanced)
- Now that students have a better understanding of the material, we can return some of the complexity that was lost in the Translation from Standards to Objectives

A Few Guiding Principles for Evaluation Tools

Evaluation tools should be:

- ◆ "Do"-able (Experiential)
 - ◆ How can my students demonstrate their understanding of this skill or knowledge?
- ◆ Airtight
 - ◆ Can a 10 year old still understand this?
 - ◆ Can a 14 year old get out of it?
- ◆ Comprehensive
 - ◆ Will my evaluation cover all of the objectives?
 - ◆ Will my evaluation cover all of the standards?

Evals NOT Tests!!
They Eval the instruction

JEWELS

Let's face it. Teaching is for hams. We love the attention, the power of knowledge, the throngs of young initiates gazing at us with what - in the best moments - borders on guru-like devotion. Trouble is, too often we don't teach the way we want to teach. We teach the way we were taught - often badly. Sometimes, we fail to plan classes. We dribble trivia. We ramble. What's a good-hearted ham to do? Well, below are the 8 shiniest jewels I've ever found about teaching well. They won't direct your details, but they can adjust your attitude. They weren't test-tube born in the ivory tower of academic theory. They were hand-forged in the fire of real experience. They are the mantras of many good teachers and trainers. Let them fill all the corners of your day.

People your ideas.

Whoever is doing most of the talking is doing most of the learning.

Always make a one-page written plan for your course, so you'll have something to deviate from midway through class.

People do things they love to do, and will tap limitless sources of energy to learn, *only if they love what they're learning.*

People don't learn by listening to you talk. People learn by doing.

"Covering content" is the greatest obstacle to understanding.

-Howard Gardner, Ph.D.
Harvard University

~~~~~  
If it's stupid and it works, it isn't stupid.

- Sgt. Major Alan Farrell, Ph.D.  
20th Special Forces Group

~~~~~  
Good judgment comes from experience.
Experience comes from bad judgment.

- Cowboy proverb

10 Tips for teaching

1) Show up early – something good is bound to happen

It gives you an opportunity to fix logistical problems like room mix-ups, blown-out projector bulbs, etc. But it also gives you an opportunity to jaw with people when they are trickling in, learn names, show your exuberance for the subject of the presentation, and lets the students know you are serious about planning and delivering the content

2) Upfront, tell students what the problem is, why it's relevant, and the solution

Example:

- People get hurt in the woods, and can't get out.
- We are the ones who can get them out
- Semi-Technical evac is the way we can do that quickly and safely

You can use a plethora of teaching tools: Examples, metaphors, demonstrations, etc. to get that across, but it makes it easier to get a class to the desired ends if you tell them where you're going in the beginning. No amount of clever teaching or fancy presentation can make up for lousy content. Plan what you are presenting and make sure it's good stuff. If it's too fluffy add some real substance to it. Don't underestimate your class.

3) Particular, General, Particular

Start with a particular example, then generalize it to the whole skill you're trying to get across, and then bring it back home with another (different) specific example. This shows the info from different scales and perspectives

4) Give everyone at least one piece of paper

Paper documents have retention and are a record of your class. Students will only remember $\frac{1}{2}$ of what you show, and $\frac{1}{4}$ of what you say. Leave them with something they can look at later, discuss with other students, and keep in their own files

5) Avoid lists for your documents and slides

It leads to generic thinking and misses out on all the great narrative that is included between those bullets. You're taking the time to make slides, or handouts. Make them say something meaningful. Talk and write in complete sentences.

6) Treat your audience with respect and class

...like the intelligent people they are. Your audience is already on your side. There are millions of filtering forces in the universe that kept damn near everyone in the world from coming to your presentation. The folks who are there attended because they believe in what you are going to say and want to hear it. Fail to treat them with respect and you'll lose them, and they will lose respect for you. Conduct your presentation like you're talking to peers who are just as impassioned and just as smart as you are about the subject.

7) Use humor when you can

You can use brief bits of humor to pace the presentation, reiterate a point, and keep people focused. Don't overdo it, and don't alienate anyone with your humor (gender, race, training level)

8) Stand close to your class

Don't hide behind a podium or in front of a chalkboard. Get out and engage the audience. Move around and let them see your hands. Your body language portrays your interest in the subject and your motivation.

9) Finish early – something good is bound to happen

How many times have you thought, "Whew, that was a great lecture. I wish it could go on for another 20 minutes." On the other hand, everyone likes it when you finish up a few minutes early. Most of our content can easily be handled well within the time limit. Don't hold people for the full time just because you can. It gives people time within the allotted class period to come ask questions personally, make clarifications, or practice what you've just taught them. Make note of the questions that were asked – you need to cover those things better next time.

10) Practice, practice, practice

You can rehearse your class in your mind, in front of a couple of friends, or <if you're really brave> a video camera. There's nothing like videotape to point out all your ridiculous habits, verbal crutches, and idiosyncrasies than simple videotape. Try it fast forward as well. You'll see patterns you don't notice at normal speed. Then turn off the picture and listen to the sound, your voice tells lots about your belief in what you're saying.

Quality, relevance, respect, and content

To Learn More, Try. . .

Bateman, Walter. (1990). **Open to Question: The Art of Teaching and Learning by Inquiry.** San Francisco, CA: Jossey-Bass Publishers.

Buzan, Tony. (1983). **Use Both Sides of Your Brain.** NY: E.P. Dutton, Inc.

Caine, Renate & Geoffrey. (1994). **Making Connections: Teaching and the Human Brain.** NY: Addison-Wesley.

DePorter, Bobbi. (1992). **Quantum Learning.** NY: Dell Publishing Co.

Dunn, Rita & Kenneth (Editors). (1998). **Practical Approaches To Individualizing Staff Development For Adults.** Praeger Press.

Gardner, Howard. (1985). **Frames of Mind.** NY: Basic Books, Inc.

Hart, Leslie. (1983). **Human Brain. Human Learning.**

Jensen, Eric. (1995). **SuperTeaching.** Del Mar, CA: Turning Point.

Jensen, Eric. (1988). **Brain Based Learning and Teaching.** Kendall/Hunt.

Markove, Dawna. (1992). **How Your Child is Smart.** Berkeley, CA: Conari

Rose, Colin. (1985). **Accelerated Learning.** NY: Dell Publishing Co.

BRMRG Instructor Workshop 1999
Lesson Plan

Module: Introduction and Translating Standards into Objectives

Objectives: Introduce Students to Class

Translate Objectives into Standards

Time: 0800-0850

Time	Teaching	Materials
0800	Lecture: Introduction, STRUCTURE and objectives	Objectives OHD Standards Flow OHD
0810	Discussion: Best Learning Experiences (pairs), group debrief	Best Learning Experience OHD
0820	Lecture: Training begins and Ends with Standards, Teaching Vs Learning	Training Begins OHD Teaching v Learn OHD
0825	Lecture: Translating Standards into Objectives	Translating OHD Objectives OHD
0830	Practical: Translating Commo/Locker O Standards, group debrief	Orient. Standards OHD 3 Bears Objectives OHD
0840	Practical: Translate Standards into O's	Assoc'd Standards HDT
0850	BEGIN TEACHING TOOLS	

Module: Core Teaching Tools

Objectives: Employ Teaching Tools to Meet Objectives

Time: 0855-0925

0855	Discussion: How do teachers convey information? Group into 4 Tools. Pro's and Con's	Teach Tools P&C OHD
0910	Lecture: T 1/4	1/4 HDT
0912	Lecture: T 2/4	2/4 HDT
0914	Lecture: T 3/4	3/4 HDT
0916	Lecture: T 4/4	4/4 HDT
0918	Practical: Employ Teaching Tools for Commo/Locker O lesson, group debrief, if time: Teaching tools for own lesson	Walking the Walk OHD
0925	BEGIN LESSON FLOW	

Module: Lesson Flow

Objectives: Structure a Lesson Based on Objectives

Time 0930-1015

0930	Lecture: Psychopath through the door, planning and structure	Teachers plan/fail OHD
0935	Lecture: Lesson Flow <ol style="list-style-type: none"> 1. Settle the Boundaries on Paper 2. Begin with the End in Mind IMPORTANT 3. Organize <i>Would I Want to Sit Through This?</i> 4. Reinforce <i>Build in Time and Prioritize</i> 5. Streamline <i>Omit Needless Words, Am I teaching what is important? Is the Important resonant with my Objectives</i> 6. Finalize <i>Finish the ToDo List</i> 7. Do the List 	Lesson Flow OHD
1000	Practical: Lesson Flow for your class	Assoc'd Standards HDT
1015	BEGIN EVALUATION TOOLS	

Module: Evaluation Tools

Objectives: Evaluate Students' performance on Objectives

Time: 1015-1100

1015	Discussion: How do we know what they know? How can we test students?	
1020	Lecture: Evaluation Tools	Eval Tools OHDs, Inst. Wkshp OHD
1025	Practical: Commo/Locker O Eval Tools (each pair pick one), group debrief	3 Bears Eval OHD
1040	Practical: Eval Tools for participant lessons	
1050	Lecture: Closure, unveiling the secrets, Q&A, good-byes	Lesson Flow HDT Pedagoue HDT

SAR Instructor Training Class -- Fall 1998

BLUE RIDGE MOUNTAIN SEARCH & RESCUE GROUP

Module Flow - Planning a Course Flow

Objective - Plan a lesson based on objectives

Evaluation tool - Students will have designed a class flow according to their objectives.

Sat am . . . 10:35am - 11:20am (@45 minutes)

00:00 - "I told you in 10 seconds a psychopath with a gun will jump though that door, and start expressing himself, you would probably be toast. If I told you that in <i>10 minutes</i> a psychopath with a gun will jump though that door, and start expressing himself, you could do something about it. You could not only save yourself, but you could probably save everyone else here, too. You could do this, not because you're quick, or strong, but because you could make a plan." Well a psychopath with a gun is probably not going to come through that door soon (Where's Ken?) but students will. Lots of them. They'll be loaded with questions and misunderstandings. You can wait for them and wing it, or you can make a plan."	Title OHD Teachers don't plan to fail, they just fail to plan OHD
00:05 - Difference between a "class" and a "course". Difference between "planning" and "prepping."	2 Definition OHDs
00:10 - Process 1st step OHD only 2nd step OHD of Objs, write notes on board You've just done this w/ Justin 3rd step OHD/HDT You've just done this w/ me. 4th step (update to do list) @ add in Handout with fill in the blanks HDT @ add <u>written</u> practical case HDT @ add props (pencil, practical stuff) They do this now (practical) 5th step 6th step HDT only 7th step flipchart - (Keep ToDo list on board)	steps to writing a LP hdt
00:40 - Find a different partner and take a look at their flow. What's one thing you really like about it? What's one thing, they might change?	
00:45 - Close	

SAR Instructor Training Class -- Fall 1998

BLUE RIDGE MOUNTAIN SEARCH & RESCUE GROUP

Module Flow - Core Teaching Tools

Objective - ... Employ teaching tools to meet objectives

Evaluation tool - Students will have adapted the 4 core teaching tools to their associated objectives.

Sat am 9:55am - 10:25am (@30 minutes)

00:00 - What are the basic tools that a teacher/instructor uses to teach?. <u>Discussion</u> . (Pretend I don't know what a teacher does. Describe what a teacher does to me in pretty simple terms). Collect responses on board. Group into categories. Overview of the four basic teaching tools. On a scale of 1-10, ten being the highest, how well can you use these 4 tools. Practical? Demo? Lecture? Discussion? Which one do you want to learn about the most? (Start there.)	T tools Title OHD
00:05 - Tool 1/4 paired I've view - Partner up and face off. <u>Discussion</u> . "Describe to your partner the best practical you've ever been a part of, then switch." Collect 3-4 traits from volunteers (not each person/team) Signs & Symptoms of effective practicals.	whoever's doing all the talking ... ohd for lecture
00:08 - <u>Lecture</u> on T1/4	Tool 1/4 HDT (fib)
00:10 - Tool 1/4 paired I've view <u>discussion</u> . Take 1 minute with your partner and generate the one most important rule of thumb for T2/4	good judgement ... ohd for practical
00:12 - <u>Lecture</u> on T2/4	T2/4 HDT
00:14 - <u>Lecture</u> on T3/4	T3/4 HDT
00:16 - <u>Lecture</u> on T4/4	T4/4 HDT
00:18 - partner up and try this <u>practical</u> initiative. Use objectives on HDT and Follow directions on OHD.	Walking the walk HDT and OHD
00:26 - finish and <u>discuss</u> conclusions from volunteer pairs. Close.	

*A crash course for the novice trainer on how to conduct
a good seminar.*

THE PEDAGOGUE'S DECALOGUE

BY FRANK O'MEARA

Maybe you're a manager. Maybe you're a team leader. Maybe you're a technician. Whatever the case, you know enough about *something* that somebody in the organization has decided you ought to pass on the knowledge. Congratulations, you're going to conduct a seminar.

To get off on the right foot, please consider the following 10 rules, a sort of "pedagogue's decalogue." They won't make you an instant expert in the art and science of teaching, but they can help you avoid some major pitfalls. If nothing else, perhaps they can serve as a reminder to keep your attention focused where it belongs: on the learners.

I. CHANGE YOUR SHOES.

No doubt you have encountered some teachers, professors or learned experts who seemed to believe otherwise, but the point of a training session is not to prove the instructor's competence or to display her knowledge and experience. The point is to make sure that these resources help the participants deepen their knowledge and develop their competence.

The purpose of teaching is learning.

Learning doesn't happen simply because an instructor delivers a speech, however well-constructed, on a subject in which he is an expert. Learning happens when a concept, an aptitude or a body of knowledge is understood, assimilated and mastered by the learner. That is why a good teacher begins by imagining himself as a member of his audience, by seeing his subject from the learners' point of view, and by asking some basic questions:

- What does my audience already know about the subject?
- What is their experience in this area?
- What do they need to know about it?
- What do they want to know about it?
- What importance do they attach to it?
- What are their likely questions, difficulties and misconceptions about it?

Your answers to these questions will help you prepare the module you are going to teach. But what really matters is their answers to those questions. Before you go any further, try to find out what your audience knows and thinks about the subject. You

might ask them, survey them, test them, watch them on the job, talk to their supervisors—whatever gives you the information you need to help you focus your module on their real needs, on their understanding, on their learning.

II. GET YOUR ACT TOGETHER.

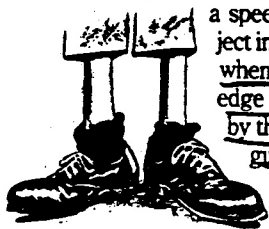
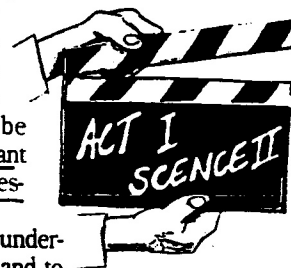
You know your stuff. You also know what the audience needs to know about your subject. And you have a time frame in which to get your message across.

The first thing to decide in preparing your session is, what are the three or four main things you want these people to learn? Be careful here: Whatever you're trying to teach, there is a world of difference between what you think would be good to explain to them, and what you want them to be capable of at the end of the session.

What do you want them to know, to understand, to remember, to be convinced of and to be able to do? Furthermore, how are you going to know they know? It all starts with the way you phrase the objectives. The trick is to build into your objectives the criteria by which you can observe and thus evaluate the knowledge and know-how that your trainees have acquired. If you're teaching people how to change a tire, your objective is not just to impart information about tire changing, but to see to it that by the end of the session, everybody can, in fact, successfully change a tire. We'll come back to this point later in the decalogue.

For the moment, just remember to think of the content of your module not in terms of chapter headings, but in terms of operational and observable competencies: At the end of the day, participants will be able to define, recognize, explain, distinguish, analyze, use or do whatever it is you set out to teach them.

The next thing is to plan the overall structure of your module. A seminar day can be divided handily into four blocks: two in the morning, two in the afternoon (the important thing about coffee breaks is the break, not the beverage). In a full-day seminar you can wrap up each unit of the module in one and a half to two hours, and increase your chances of retaining participants' attention and interest with a change of pace as you tackle each new



Illustrations by Tom Fort

*People dislike the hypocrisy of flattery,
but they do like to be respected for who they are,
for what they already know, for what they can do
and for their ability to learn.*

.....

- Discussion. Break the participants into small groups. Have them share their ideas on some topic or question you have posed. Ask them to present the results to the rest of the group.

- Individual tasks. Ask each participant to fill in a questionnaire, to analyze a document or to explain a particular point to the group.

- Group projects. Ask small groups to produce a document or a series of transparencies or flip charts that can be used in a final segment at the end of the session.

The important thing is to realize that while lectures can be useful and even necessary in a seminar, they need not be the only item on the menu.

VII. LET GEORGE DO IT.

You can tell them, you can show them, you can do it for them. But until they tell you, show you and do it themselves, they have not acquired the knowledge or mastered the skill you want them to learn.



Active participation is not just a way of keeping people awake and busy. It is the way adults learn.

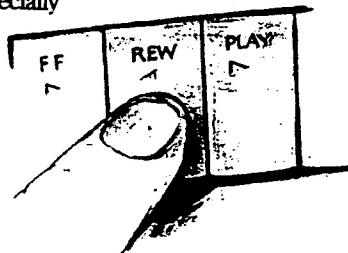
If you spend 75 percent of the day talking, you can be sure you will have a better grasp of your subject. If, on the other hand, you let them work on a problem, let them discover how to do it, let them explain what they have learned, let them apply their knowledge, let them learn by doing, then you can be sure they will get the hang of it. Which is the whole point, remember?

VIII. PLAY IT AGAIN, SAM.

"Repetitio mater lectionis" is how Cicero put it: Repetition is the mother of learning.

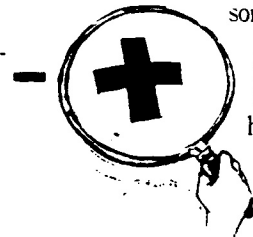
They may have heard you the first time, but they'll understand it better the second time, especially if you find a different way to express it (visually, for instance). And when they hear it the third time, you will have made sure that it's one of them who's doing the talking.

If they hear it, see it, say it and do it... then, by George, they've got it.



IX. ACCENTUATE THE POSITIVE.

Teaching is a tricky business. If we were dealing with tape recorders rather than people, it would be relatively simple. Tape recorders absorb everything they hear, and it makes no difference whether they actually "understand" a word of it. Moreover they're sensitive to sound, but devoid of emotions. They need no motivation, no encouragement, none of the niceties of interper-



sonal communication.

People are different. They don't like to be embarrassed, made fun of or treated like morons. They dislike the hypocrisy of flattery, but they do like to be respected for who they are, for what they already know, for what they can do and for their ability to learn.

A wise instructor will not hesitate to recognize ignorance or to correct misunderstanding. But he will be patient and positive in trying to ensure each individual's comprehension and proficiency.

Always try to underline what's correct in an imperfect answer or performance before pointing out what's wrong or needs to be improved. That's not a moral imperative, it's a pedagogical one.

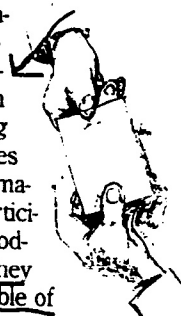
X. GET A RECEIPT.

We've said it all along: The point of your seminar is to make sure participants know what they're supposed to know.

Making sure does not necessarily mean administering a test at the end of the day.

Throughout the seminar, you've been aiming at operational and observable competencies. You built into your objectives the criteria for evaluating those competencies. When observers are capable of finding what's wrong or in need of improvement in a simulated sales call, when individuals or subgroups can summarize the material you've presented, when participants chosen at random can explain about products or procedures, when they show you they can do what you set out to make them capable of doing, you have the right to feel you have done your job.

You know they know.



POSTSCRIPT

Just in case you're still wondering what those weird words in "Uncomplicate It" mean, here are the definitions:

- Hyperlogographic: Characteristic of a reading by a normally educated person who spontaneously attributes meaning to words and groups of words without analyzing their phonetic structure.

- Hypologographic: Characteristic of a reading by a person who laboriously identifies each word by identifying each of its phonetic elements (letters or syllables).

You can now add an 11th commandment to your Pedagogue's Decalogue: "Tie up the loose ends." ❄

Frank O'Meara is a director at the Université (training center) of Cap Gemini Sogeti in Behoust near Paris. Cap Gemini Sogeti designs and manufactures computer software.